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ABSTRACT

A year-long project was undertaken at Solano Community College, in California, to establish a well organized and planned program to recruit and retain underrepresented faculty and staff, utilizing funds from a Faculty and Staff Diversity grant from the California Community Colleges' Office of the Chancellor. The first step was the formation of a diverse "crucial team" to identify weaknesses, adopt more effective recruiting strategies, improve hiring procedures, research successful programs, and develop a successful plan. The 18-member team received training on affirmative action, gender equity, and disability requirements and implemented a variety of campus enrichment activities, including educational forums, community outreach, part-time faculty orientation, networking of newly hired faculty, and preparation of a draft campus cultural diversity survey. Recommendations proposed by the team included the following: (1) on-going training on cultural diversity issues for faculty and staff to enhance sensitivity and awareness; (2) showcase Solano College with an open house for community leaders; (3) administer a campus climate survey; (4) hold lecture series and open forums on cross-cultural diversity; (5) develop on-going strategies for retention of underrepresented staff and faculty; (6) provide continuous orientation and training of part-time instructors; and (7) establish and maintain resources on cultural diversity. A list of resources, project memoranda, the draft cultural diversity survey, and other program materials are attached. (KP)

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ED 372 814

FACULTY AND STAFF DIVERSITY GRANT

SOLANO COMMUNITY COLLEGE

STAFF ACTIVELY NURTURING DIVERSITY AT SOLANO (SANDS)

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FINAL REPORT

July 31, 1994

Ella Tolliver, Project Director

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SOLANO COMMUNITY COLLEGE
MISSION AND GOALS

MISSION STATEMENT

Solano Community College provides the opportunity to obtain higher education in a variety of fields. The College environment, both human and physical, is designed to enhance learning for people of all ages. The educational and student services programs meet the individual needs of students and respond to varied abilities and interests.

GOALS

As a publicly supported institution of higher learning, with a policy of open admission and access, Solano Community College's goals are to:

- Maintain high standards in all college programs.
- Provide comprehensive general, transfer and occupational education to enable students to acquire skills and knowledge to live and work effectively in society.
- Provide developmental education and support services to enable students to succeed in college.
- Provide counseling and a variety of student support services and programs to assist students in achieving their educational goals.
- Encourage an intellectual orientation and appreciation for learning among students through instructional emphasis on problem solving, synthesis of knowledge, self-directed learning, research and critical thinking.
- Maintain educational quality through continuous instructional review, improvement and innovation.
- **Maintain awareness of the changing needs of individuals, groups and cultures within the community and develop diverse educational offerings in response to these needs.**
- Provide an intellectual environment for both the campus and community through presentations and participation in cultural events and activities.
- Provide alternative educational and recreational opportunities through a community service program.

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FACULTY AND STAFF DIVERSITY GRANT
SOLANO COMMUNITY COLLEGE

FINAL REPORT

INTRODUCTION

The Governing Board of the Solano Community College District has adopted a policy for equal employment opportunity for all persons without regard to race, color, religious creed, sex, national origin, age, physical handicap, marital status veteran status, pregnancy and political affiliation.

Solano Community College has a rich community of cultural and ethnic diversity. We draw from a wide cross-section of residents in Solano County, the demographics of the student body demonstrate a growth in its multi-ethnic and gender composition. We are challenged to model its faculty/staff composition after that of the student body.

The Faculty and Staff Diversity Grant has served as a vehicle to adopt more effective recruiting strategies, improve hiring procedures, train faculty and staff on affirmative action guidelines and hiring procedures, and enhance the retention of under represented faculty and staff.

The premise for the implementation of the grant activities is that the

> **"benefits derived from a California Community College work force that is reflective of the demographic composition of the state are recognized to be many...identified those benefits to include: the educationally sound impact**

of the positive image provided to all community college students by minority representatives in the college work force;" *(Affirmative Action Program In The California Community Colleges [Report to the Legislature] Chancellor's Office, February 1993.)*

Based on this premise, Solano Community College embarked upon a creative and functional program of change.

The Faculty & Staff Diversity grant funded through the Chancellor's Office in Sacramento was designed to establish a year-long planning for an on-going program for **retention** of under represented and new staff at Solano Community College. Our college has made some progress over the years at hiring and retaining minorities, disabled, and women, especially in certain areas. We need a stronger plan, however, to be more effective in increasing cross-cultural dialogue, increasing the comfort level of tenured staff with the "newly hired" personnel; and to build a successful **retention** plan to incorporate our newly hired staff into the mainstream social life at Solano Community College.

The grant provided the development of a crucial team of individuals that has identified weaknesses in our existing system, researched other successful programs, learned to design and develop training skills applied to diversity and disabled, and is in the process of developing a plan to be continued for years in the future. This plan includes planning time, outside consultants, development of training materials, fact finding visitations, and release time for instructors.

The grant has provided:

- Training sessions on how to effectively move the campus to increased awareness and appreciation of diversity.
- A significant number of faculty participated in spring Flex-Cal workshops to further identify concerns that need to be addressed.
- Monthly forums have been sponsored by the college President/Superintendent; these forums continue to serve as a means of increasing sensitivity of diversity at Solano.
- The Crucial Team has completed training on affirmative action, gender equity, disability requirements, and other related topics regarding developing a nurturing campus.
- A Mission Statement was developed and circulated to campus organizations in an effort to advocate diversity at the college.
- A project logo and letterhead were designed.
- A series of Educational Forums on various topics of awareness and diversity issues was conducted throughout the academic year.
- An orientation program for newly hired staff (part-time) has been developed.

An in-depth description of the above activities will be presented in this final report.

PURPOSE OF THE PROJECT

The purpose and outcome of this grant was to establish a well organized and planned program to retain under represented faculty and staff. Efforts were made to create a "nurturing campus climate" at Solano Community College. Supportive experiences were planned to enhance retention and train a core group of staff to become knowledgeable of

affirmative action, gender equity, and disability requirements. Inclusive in the model was a plan to broaden the awareness of the process of building relations with emphasis on retaining diverse faculty and staff.

SPECIFIC BENEFITS ANTICIPATED AND ACHIEVED

The following benefits have been established —

1. A "Crucial Team" of caring individuals who are committed to building a "nurturing" campus climate was established.

   - Project Manager sent out a survey of interest (Attachment A).
   - Project Manager utilized all resources to select a crucial team reflective of the diversity of our student population (Completed).

   A letter to the entire faculty and staff was sent and the following people responded to make up the Crucial Team:

   Sal Alcala - Director, Financial Aid
   Jane Berger - ESL Instructor
   Bruce Blondin - Photography Instructor
   Marva Canada - Counselor
   Deborah Daniels-Smith - Director, Success Consortium
   Sandra Dillon - Interim Dean, Personnel
   Deni Harding - ESL Instructor
   Carole Jarrett - Instructional Resource Specialist
   Carol Lilleberg - Re-entry Counselor
   Naomi Loche - Admissions and Records Assistant
   Harold Logwood - Affirmative Action Officer
   Norma Hudson - Secretary, Administrative Support Services
   Bob Myers - Dean, Physical Education
   Ruth Miller - Learning Disabilities Specialist/Coordinator
   Jan Silva - Anthropology Instructor
   Cynthia Simon - Student Services Specialist, EOPS

Zafer Sun - Student Placement Officer
Pat Wilcox - Student Services Specialist, Assessment

The makeup of this Crucial Team reflects diversity of gender, race and further shows evidence of cooperation across program and service areas. The team allowed for a broad based approach in developing communication with a number of divisions, classifications of staff and interest, thereby, increasing our effectiveness as change agents.

2. The Crucial Team will be knowledgeable of affirmative action, gender equity, and disability requirements.

The Crucial Team members engaged in study, dialogue, and training in order to become knowledgeable about the topics of cultural diversity and multiculturalism, and their implication for Solano's campus.

Workshops for the Crucial Team as to affirmative action and disability guidelines were conducted:

A. Title 5 Affirmative Action Training conducted by Mr. Tosh Shikasho, Chancellor's Office, November 30, 1993.

B. Diversity Training conducted by Dr. John Matsui, U.C. Berkeley, December 17, 1993.

C. Inter-Cultural Communications/Interview Process/Retention Training conducted by Darlean McClure, College of the Sequoias, April 21, 1994.

The team will use these guidelines as a foundation for its planning.

3. The Crucial Team has formulated a preliminary model plan for a "nurturing climate" at Solano's campus.

- The model plan will reflect Solano's particular needs.
- The plan will include goals, objectives, activities, references, and evaluation:

A. A Mission Statement and Goals have been completed and circulated (Attachment B).

B. A series of campus wide forums on diverse subjects were presented campus-wide (Attachment C).

C. A campus wide cultural diversity survey is being developed and will be administered and evaluated, upon approval of Solano College Board, during the 1994-95 academic year. This survey will assess the campus climate and serve as a tool to develop further action plans (Attachment D).

D. "Snap Shots," a biographical sketch of campus employees (a way to peek into someone else's life and cultural experiences, is an effort to enhance cultural sensitivity) will begin Fall, 1994 semester.

4. Inservice activities that encourages the sensitivity of faculty and staff to the need for diversity will continuously be conducted. The Crucial Team members will be catalysts for all activities.

5. A Resource Library of books, audio tapes, videos and other didactic materials are being made available for faculty and staff use.

To measure the existence of a nurturing environment within an institution poses a unique challenge. The resultant achievements of such a program will take much longer than one academic year. As the year progresses and we continue our efforts, the changes will grow.

Our ability to retain new employees (especially those of diversity and disability) over several years will be one measure of our success.

MANNER IN WHICH IT CAN BE ADOPTED BY THE FIELD AT LARGE

This project is one that can be implemented by the field at large and serve as a positive force in sensitizing a campus to the need for a diverse staff and faculty.

The developmental process is established in bringing together a diverse group of people who will begin to serve as change agents for the entire college campus. Campus involvement related to change and project the outcomes in designing a nurturing campus climate can best be achieved by working with a small group and allowing that group to begin to spread the goals for change. The team must be a committed group in developing the most effective college that is receptive and appreciative of an increasingly diverse faculty and staff. Valuing diversity is a proactive goal. All personnel bear the responsibility for developing intercultural competence, sensitivity and understanding — this process can effectively begin with a small group.

Other activities that can successfully be adopted are on-going training sessions for the entire campus, including Title 5 Affirmative Action. Training enhances the understanding for the need of a more diverse faculty and staff and heightens the awareness of issues of diversity.

The greater creativity in planning activities the broader range of faculty and staff of diverse

backgrounds and personalities will be reached. Varied activities can cultivate multicultural interest and create a nurturing climate throughout the campus at every level.

We encourage and emphasize a collegial and inclusive approach to program planning.

The project director and a member of the Crucial Team (Sandi Dillon) presented a workshop at the Chancellor's Mega conference on Friday, April 15, 1994. Participants had the opportunity to learn about the developmental process of this project, project objectives, and campus involvement related to change. This workshop was well attended and an extremely positive response was achieved (Attachment E — *Call for Presentations*).

SPECIFIC STEPS TAKEN TO ACHIEVE PROJECT OBJECTIVES

The project had a structured process designed to encourage a nurturing campus climate.

1. Establish a Crucial Team of caring individuals who are committed to building a "nurturing" campus climate.

2. The Crucial Team, and other interested staff, received training on affirmative action, gender equity, and disability requirements.

3. The Crucial Team planned and implemented a variety of campus enrichment activities:

    - Campus wide educational forums on various topics.
    - Community outreach.
    - Part-time faculty orientation.
    - Networking of newly hired faculty.
    - Flex-Cal participation.
    - Developed a mission statement.
    - Cultural diversity survey (draft stage, to be implemented Fall, 1994 semester).

4. The project director will request long-term support of the program activities.

SUMMARY OF MANNER IN WHICH INSTITUTIONAL COMMITMENT WAS ACHIEVED

Due to the transitional stage of a new President/Superintendent the project director felt it in the best interest of the opportunity for program continuation, that the formal request be delayed until the new President/Superintendent has been hired.

The Solano Community College staff would like to thank the State of California for the opportunity to be among the selectees for the 1993-94 Faculty and Staff Diversity Program grant.

The college has had the opportunity to establish an ongoing program to hire and retain new staff members who come from under represented groups. The grant has allowed for the development of a crucial team of individuals to identify the weaknesses in the existing system, design and develop training skills which are needed to encourage the retention of staff who come from under-represented groups, and develop a plan for future years.

The goal of this grant has been to develop cultural competence, a set of congruent behaviors and policies that come together that will enable us to work effectively in cross-cultural situations. The dialogue that has occurred because of this grant, has successfully started the process in establishing greater cultural competence.

Solano Community College is learning to develop the capacity to function effectively. We are presenting activities that allow for the development of a system that acknowledges and incorporates all levels of diversity within our community college. The expansion of cultural knowledge, and the adaptation of skills to sensitize our campus has been addressed through this grant.

The project director and the members of the Crucial Team are extremely enthusiastic about the outcomes and the continued changes that are taking place at Solano Community College.

RECOMMENDATIONS

1. On-going training on cultural diversity issues for faculty and staff to enhance sensitivity and awareness.

2. Communicate the college's values by the placement and use of visual messages as a means of articulating the institution's philosophy in making efforts to create a diverse faculty, staff and student body. This would further create a sense of belonging for all.

3. Showcase Solano College to the community by sponsoring an open house for community leaders, officials, and civic representatives.

4. Administer a diversity survey (draft sample attached) to assess perceptions and attitudes toward diversity issues on campus, and implications for policy and program development.

5. Continue to hold lecture series and open forums on the topic of cross-cultural diversity.

6. Continue to allow the "Crucial Team" to function to develop a network of individuals who have a desire for institutional change in establishing a climate:

   - where diversity may flourish
   - where modeling of appropriate behavior occurs
   - which promotes the mission of Solano Community College
   - where, generally, there is an environment that works for <u>all</u> employees

7. Develop on-going strategies for retention of under represented staff and faculty.

8. Provide continuous orientation and training of part-time instructors, including diversity training component.

9. Establish and maintain resources (films, books, training materials, etc.) on cultural diversity, for use by faculty and staff.

10. Generally, create an atmosphere where cultural diversity is welcomed and valued.

11. The Solano College Board to continue their efforts in establishing a campus where faculty, staff and student diversity is welcomed and nurtured.

**"The future never just happened.
It was created."**

Will and Ariel Durant

RESOURCE LIST

TRAINING RESOURCES

The Questions of Diversity: Assessment Tools for Organizations and Individuals
Dr. George F. Simons, Editor

Beyond Awareness: Skills for Managing a Culturally Diverse Workforce (trainers guide)
Janamay Lambert, Selma Myers

Developing Cross-Cultural Communication: Awareness and Skills Training for Expatriates, Exchange Managers, The Multi-Cultural Workforce
Frank R. Oomkes and Richard H. Thomas

50 Activities for Managing Cultural Diversity
Terri Dickerson-Jones

BOOKS

Crossing Cultures (Readings for Composition). 1991. Henry and Myrna Knepler

We Can All Get Along. 1994. Clyde W. Ford w/ foreword by Martin Luther King, III

Racism 101. 1994. Nikki Giovanni

The Content of Our Character. 1990. Shelby Steele

Raising the Rainbow Generation. 1993. Dr. Darlene Powell Hopson and Dr. Derek S. Hopson

Black Communications (Breaking Down the Barriers). 1991. Evelyn B. Dandy, Ph.D.

On The Real Side. 1994. Mel Watkins

AUDIO

Dr. Santiago Rodrigues, April 14, 1994, Cultural Diversity

VIDEO

Promoting the Campus to New Communities

Attachments

1. Memorandum to Faculty and Staff
2. Public Relations Statement of Purpose
3. Mission and Goals of Grant
4. Listing of Cross-Cultural Diversity Educational Forum Topics
5. Memorandum from Dr. Virginia Holten, Superintendent/President, Announcing Campus-Wide Workshops as a Result of Flex-Cal Activity Presented by Diversity Grant Team
6. "Draft" Cultural Diversity Survey
7. The California Community Colleges Annual Conference - "Call for Presentations"

ATTACHMENT #1

SOLANO
COMMUNITY COLLEGE

Memorandum

September 15, 1993

TO: All SCC Faculty and Staff

FROM: Ella Tolliver, Counselor
Carol Jarrett, Instructional Resource Specialist

SUBJECT: Staff Diversity Grant

Solano Community College's faculty and staff are rapidly changing in all kinds of ways - age mix, gender composition, racial background, cultural background, education, and physical ability.

In light of the changing demographics, SCC will be participating in a one-year grant program to expand cultural insights and to develop strategies for promoting diversity on our campus.

A major component of the grant is to establish a "Crucial Team" (a group of interested faculty and staff) that is committed to enhancing our campus climate. The "Crucial Team" will participate in a series of training sessions, including:

- affirmative action
- gender equity
- disability and more

The major function of this body will be to design a model for a positive and nurturing campus.

The grant includes limited finances to pay staff for their participation outside of their normal work schedule.

Please call Ella Tolliver at x252 if you are interested in serving as a Crucial Team member, or desire additional information about the grant.

a:\diversit.et

Staff Actively Nurturing Diversity at Solano

ATTACHMENT #2

Project Director: Ella Tolliver

Designing and Providing a Positive and Nurturing Campus Environment at Solano Community College

The Faculty & Staff Diversity grant funded through the Chancellor's Office in Sacramento was designed to establish a year-long planning for an on-going program for **retention** of under represented and new staff at Solano Community College. Our college has made some progress over the years at hiring and retaining minorities, disabled, and women, especially in certain areas. We needed a stronger plan, however, to be more effective in increasing cross-cultural dialogue, increasing the comfort level of tenured staff with the "newly hired" personnel; we needed to build a successful **retention** plan to incorporate our newly hired staff into the mainstream social life at Solano Community College.

The grant provided the development of a crucial team of individuals that has identified weaknesses in our existing system, researched other successful programs, learned to design and develop training skills applied to diversity and disabled, and is in the process of developing a plan to be continued for years in the future. This plan includes planning time, outside consultants, development of training materials, fact finding visitations, and release time for instructors.

To date the project is on schedule and has accomplished the following:

- Training sessions are continuously being conducted on how to effectively move the campus to increased awareness and appreciation of diversity.
- A significant number of faculty participated in spring Flex-Cal workshops to further identify concerns that need to be addressed.
- Monthly forums are now being sponsored by the college President/Superintendent; these forums continue to serve as a means of increasing sensitivity of diversity at Solano.
- The Crucial Team has completed training on affirmative action, gender equity, disability requirements, and other related topics regarding developing a nurturing campus.
- A Mission Statement is being circulated to appropriate campus organizations in an effort to advocate diversity at the college.
- A project logo and letterhead was designed.
- A series of Educational Forums on various topics of awareness and diversity issues was conducted throughout the month of March 1994.

Any comments should be directed to Project Director Ella Tolliver, Counselor, Solano College, 4000 Suisun Valley Road, CA 94585, (707) 864-7252.

Sponsored, in part, by a grant from the Chancellor's Office, California Community Colleges
4000 Suisun Valley Road, Suisun CA 94585

SOLANO COMMUNITY COLLEGE

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ATTACHMENT #3

DIVERSITY AT SOLANO COLLEGE

MISSION STATEMENT: To develop a workable plan to foster an environment in which cultural diversity is welcomed and celebrated at Solano Community College. To support and facilitate the recruitment and retention of underrepresented ethnic groups, disabled and women.

GOALS: **Short Term Goals** (1-4 months)

- Provide information to Crucial Team members to become knowledgeable of affirmative action, gender, and disabilities requirements.
- Share updates of Crucial Team activities and progress to campus at large.
- Train members of Crucial Team on current recruitment methods and the hiring process.
- Keep the Crucial Team informed of current related legislation.
- Develop Crucial Team logo for letterhead, buttons, etc.
- Support theme of diversity and cultural awareness.

Long Term Goals (1-9 months)

- Develop a model plan for developing a "nurturing climate" campus, including the development of a "Buddy" system for new employees.
- Experiment with various nurturing-type activities.
- Pilot activities in conjunction with model.
- Recruit, hire, and retain faculty who will contribute to the ethnic and cultural diversity of Solano Community College.
- Evaluate, review, and refine the final model.
- Seek long-term commitment from the district.
- Evaluate entire project.

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ATTACHMENT #4

Cross-Cultural Diversity
Educational Forum
Presented by

SCC African-American Staff Association and SANDS Committee

	Date	Speaker	Place
1.	Tuesday, February 22, 1994 12:30 - 1:30 p.m.	Norman Knight Motivational Speaker Minister and past Outreach Officer for UC San Diego	Rm. 743
2.	Tuesday, March 1, 1994 12:30 - 1:30 p.m.	Video: "Live Your Dream and The Power To Change" - Les Brown Panel Discussion Panelist: Robert Moore, Counselor Richard Luna, Counselor Alma Hollinsead, Counselor	Rm. 743
3.	Tuesday, March 15, 1994 12:30 - 1:30 p.m.	Visit parts of West African through slides and discussion by Ella Tolliver,Counselor who spent a month in Ghana and the Ivory Coast	Rm.743
4.	Tuesday, March 22, 1994 12:30 - 1:30 p.m.	Egyptology presentation with both an Afrocentric and Eurocentric emphasis. Slides and Museum replicas on display. Presented by Jan Silva, Instructor.	Rm. 743
5.	Tuesday, March 29, 1994 12:30 - 1:30 p.m.	"Valuing Language", Expand your knowledge of bilingual students (particularly the African-American) recognize linguistic uniqueness. Presented by Elissa Stewart	Rm. 743

(BRING YOUR SACK LUNCH)

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ATTACHMENT #5

SOLANO COMMUNITY COLLEGE

SUPERINTENDENT-PRESIDENT'S OFFICE

TO: College Personnel Virginia L. Holten
FROM: Virginia L. Holten, Ph.D., Superintendent-President
DATE: February 16, 1994
SUBJECT: **CAMPUS-WIDE WORKSHOPS AS A RESULT OF FLEX-CAL ACTIVITY**

We would like to continue the spirit of improving campus climate which was discussed at the Flex-Cal activity on January 20. Thus, I am scheduling a series of three, one-hour workshops during the next three months. Everyone is invited and encouraged to attend as many of these as possible. These will be held in at the times and dates listed below:

Thursday, March 3; 3:00 p.m. Board Room	Diversity and Change
Friday, April 15, 8:00 a.m. Faculty/Staff Lounge	Being Student-Centered
Tuesday, May 10, 8:00 a.m. Board Room	Focus on the Community

Please bring your ideas and thoughts so that we can discuss them and develop a plan. I look forward to see you at these workshops.

VLH:pc;CLIMATE.MEM

ATTACHMENT #6 (DRAFT)

CULTURAL DIVERSITY SURVEY
SANDS COMMITTEE

RESPONDENT INFORMATION

Please check appropriate box:

I. **SEX:** ☐ Female ☐ Male

II. **PREDOMINANT ETHNIC BACKGROUND**

10 White Non-Hispanic	30 Black Non-Hispanic
21 Chinese	41 Central American
22 Filipino	42 Mexican, Mexican-American
24 Japanese	43 South American
25 Korean	44 Other Hispanic
26 Pacific Islander	60 American Indian/Alaskan
27 Vietnamese	70 Other Non-White
28 Other Asian	

ENTER APPROPRIATE NUMBER IN BOX: ☐

III. **Division**

a. Business
b. Fine & Applied Arts
c. Health Occupation
d. Language Arts
e. Mathematics & Science
f. Physical Education/Athletics
g. Social science
h. Trade & Technical
i. Student Services
j. Other: _____

(Please specify)

Perception

1. What does the phrase, "Cultural Diversity" mean to you?

2. Do you think people are treated differently because of race, ethnicity, gender, age, disability, etc? If so, why?

3. Do you feel the cultural climate on our campus is receptive to diversified groups? Why or why not?

4. Would you be willing to serve as a "buddy" to a new staff member who is culturally or ethnically different from you?

DIVERSITY IN THE CLASSROOM - (Instructional Staff)

5. Please describe the diversity of students you find in your classes.

6. How does the diversity you observe/experience effect your teaching?

7. Describe the types of students with whom you feel most comfortable working. (Race/age/ethnicity/gender/ability, etc.)

8. Describe the types of students with whom you feel least comfortable working.

9. Are there particular groups that you seem to have conflict? _____
Which groups? _____

10. Comments (Please share information you feel is relevant

Non-Instructional Staff

OTHER
List areas regarding diversity that you would like to have more information about.

THANK YOU FOR YOUR TIME!

PLEASE RETURN TO ELLA TOLLIVER ROOM 150

THE CALIFORNIA COMMUNITY COLLEGES: BUILDING PARTNERSHIPS, POWERING COMMUNITIES

Third Annual Spring Conference
April 13-15, 1994

CALL FOR PRESENTATIONS

Due Friday, October 15, 1993

(Please type or print legibly)

Workshop Title: Designing and Providing a Positive and Nurturing Campus Environment (1993-94 Faculty and Staff Diversity Grant Award)

(Please limit title to 8 words)

WORKSHOP DESCRIPTION

Please limit description to 150 words maximum. Include specific topics that will be covered in the presentation. Conference committee may edit selected presentation for style and brevity.

This workshop is designed to share methods to identify goals which include recruitment, employment and retention of minorities, disabled and women. In addition, strategies to increase cross-cultural dialogue; to increase the comfort level of tenured staff with "newly hired" personnel and how to successfully incorporate new staff into the mainstream of an instiution will be addressed. Activities will be modeled that sensitize faculty and staff to the need for diversity. The principle that a few committed faculty and staff can make a difference in moving a community college campus toward being more responsive to the needs of under-represented groups will be presented. Discussions on how the utilization of diversity of participation enhances effective change. Learn how members can serve as change agents in action. Handouts and resource materials will be shared.

WORKSHOP OBJECTIVES

List one or more specific objectives for the presentation, using the "By the end of this session . . ." format. Begin each statement with a verb (i.e., identify, formulate, recommend, understand, describe, evaluate, utilize, compare, etc.). By the end of this session, participants will be able to:

1. By the end of this session participants will be able to: identify Title 5 Affirmative Action guidelines.
2. By the end of this session participants will be able to: formulate methods to recruit, employ and retain minorities, disabled and women.
3. By the end of this session participants will be able to: utilize methods to incorporate new staff into the mainstream of an institution.

Major Emphasis Area (*Check the one best category*):

- ☐ Curriculum and Instructional Resources
- ☒ Human Resources
- ☐ Student Services
- ☐ Systemwide (Chancellor's Office)
- ☐ Vocational Education
- ☐ Other: _____

Target Audience (*Check all that apply*):

- ☒ Affirmative Action Staff
- ☒ Faculty
- ☒ Faculty and Staff Developers
- ☐ Fiscal Personnel
- ☐ Management Information Systems Staff
- ☒ Student Services Personnel
- ☐ Supervisors/Administrators
- ☐ Other: _____

PRESENTERS

Please list lead presenter and additional presenters, if applicable. All other presenters should be listed with name, title, and agency on a separate, attached sheet of paper.

Lead Presenter

Name: Ella Tolliver **Title:** Counselor
College: Solano Community College **Phone:** (707) 864-7000 x252
Address: 4000 Suisun Valley Road **Fax:** (707) 864-0361
City: Suisun **State:** CA **Zip+4:** 94585 -

Additional Presenter

Name: Carole Jarrett **Title:** Instructional Resource Specialist
College: Solano Community College **Phone:** (707) 864-7000 x142
Address: 4000 Suisun Valley Road **Fax:** (707) 864-0361
City: Suisun **State:** CA **Zip+4:** 94585 -

Additional Presenter

Name: Sandi Dillon **Title:** Interim Director, Personnel
College: Solano Community College **Phone:** (707) 864-7000 x458
Address: 4000 Suisun Valley Road **Fax:** (707) 864-7143
City: Suisun **State:** CA **Zip+4:** 94585 -

• • • **Reminder: Presenters are required to pay registration fee** • • •

Presentation Format

- ☐ Demonstration
- ☒ Experiential
- ☒ Lecture
- ☒ Panel

Equipment Needs (*Check all requested*):

- ☒ Overhead projector and screen
- ☒ Flip chart with easel
- ☐ 1/2-inch VCR (VHS)
- ☐ No audio/visual equipment needed
- ☐ Other: _____

Special Accommodations for Workshop

If you have a disability that requires special accommodations for your workshop, please explain.

None

PROPOSAL SUBMISSION MUST BE POSTMARKED BY FRIDAY, OCTOBER 15, 1993 TO BE CONSIDERED BY THE COMMITTEE

Please return two (2) copies of the complete workshop description to:

California Community Colleges
Chancellor's Conference
1107 Ninth Street
Sacramento, CA 95814-3607
Attention: Barbara Kwoka
FAX (916) 342-8486